

# Chase Bridge Primary School

## Special Educational Needs and Disability (SEND)

### Information Report for Parents and Carers

#### 2019/2020

This report has been drafted in collaboration with parents and sets out the provision that we make in school for children with special educational needs and disabilities (SEND). It is updated annually and further information can be found in our Inclusion Policy, Safeguarding & Child Protection Policy and Behaviour & Anti-bullying Policy.

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### 1) What is Special Educational Needs and Disability (SEND)?

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

### 2) Who are the best people to talk to at Chase Bridge about my child's difficulties with learning, special educational needs (SEN) or disability?

- **Your child's teacher is the first person to contact.** They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning.
- Kate Gauvain, the Special Educational Needs Co-ordinator (SENCo) is available to meet with you to discuss your child's needs. She will liaise with any outside agencies that are involved, talk you through any reports and discuss the best possible way to support your child. Email [SENCo@chasebridge.richmond.sch.uk](mailto:SENCo@chasebridge.richmond.sch.uk)
- Sue Wood (Family Worker) is available for help and can signpost you to outside support services and any advice at home.

To make an appointment to see any of the above, you can call the office on 020 8892 1242.

### 3) How does Chase Bridge identify and assess special educational needs?

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To make sure that every child's needs are met, we follow the graduated approach and four-part cycle of Assess, Plan, Do, Review. This draws on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- the individual's development in comparison to their peers and national data
- the views and experience of parents and the pupil's own views
- advice from external support services, if relevant

If it is felt that your child will benefit from additional targeted support and intervention (such as maths or English work, friendship groups or counselling sessions), you will be notified and appropriate support will be organised. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The support is recorded using an audit of provision. This gives details of what has been put in place. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress; this is known as the Assess, Plan, Do, Review cycle.

#### 4) How does Chase Bridge support children with special educational needs?

Our priority is to provide high quality teaching for all pupils (Quality First Teaching). Teachers regularly adjust their practice to ensure all children have access to the teaching. This includes:

- differentiating the activity
- arranging and adapting class furniture and seating plans
- adjusting the format of resources such as the whiteboard, books and reading materials
- supplying specialised writing tools and classroom equipment such as coloured overlays, pencil grips etc.
- using signing and visual timetables as well as implementing a variety of teaching styles to engage and include all pupils
- pre-teaching of key vocabulary or lesson content
- small group interventions to support specific skills

We also look at the whole school day and the wider school environment and make adaptations when necessary. We provide:

- quiet zones in the playground
- small group support at lunchtimes
- mediation techniques and counselling sessions
- sensory toys and distraction tools to help with focus and concentration

Assemblies, special themed activities and lessons within the curriculum also help develop and foster sensitivity and understanding of people with different needs and experiences and celebrate the contribution they can make.

The school has experience of meeting the needs of pupils with a range of educational needs including: attention deficient hyperactivity disorder (ADHD), autism, behaviour difficulties, cerebral palsy, dyslexia, dyspraxia, emotional and social needs, epilepsy, hearing impairment, learning difficulties and speech and language needs. When a child enters our school with a need that is more unfamiliar, we access training and advice to provide appropriate support.

Children presenting with these difficulties will not necessarily have an Education, Health and Care (EHC) plan but they will still receive appropriate support and our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs: we follow the usual school admissions procedures. Decisions on the admission of pupils with an EHC plan are made by the local authority.

#### 5) What happens if, despite this extra support, my child is still not making adequate progress?

There may come a point where a high level of support has been provided in school, several outside agencies have worked with and supported your child and progress is still limited. This is when parents and carers, outside agencies involved with your child and the SENCo will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan. As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, the local authority (Achieving for Children) has a statutory duty to consult the school so the request will go back to school.

#### 6) What training and expertise do the staff have in relation to children with SEND?

All teachers and teaching assistants receive regular staff meetings and training on different areas of learning and health needs. We also provide more specific training for staff on particular conditions when necessary. This may be for the staff working with that particular child but it is also regular practice for this training to be shared with all staff. Outside agencies such as educational psychologists, speech and language therapists and occupational therapists provide recommendations and training if required.

Training has included epilepsy awareness, diabetes training, epipen training, understanding mental health issues, supporting children with reading, writing and spelling difficulties, understanding autism, dealing with anxiety and a range of other issues that arise.

**7) How does Chase Bridge let me know if they have any concerns about my child?**

In the first instance, the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place and progress is less than expected, the SENCo and class teacher will invite you in to discuss further support and next steps.

**8) How does Chase Bridge evaluate the effectiveness of the provision?**

Each intervention has a baseline assessment and/or a set of targets set at the beginning. These may be academic targets or targets that address social, emotional or mental health issues. They are recorded on the audit of provision; these targets are specific and break down the overall goal into smaller steps. Progress is then measured against these targets at the end of a timed period. Parents and children are invited to have input into reviewing these outcomes with resources for home being offered if appropriate. A named governor is responsible for monitoring the provision/outcomes for pupils with special educational needs.

**9) How will Chase Bridge involve my child the SEND process?**

Children are at the centre of any planning and support. Where possible and appropriate, taking into account the age of the child and the type of need, the child is involved in the process. They will have the intervention or support explained to them and they will be invited to give their views. This is particularly valuable when a child is on an EHC plan; they can contribute to the annual review and all support can be reviewed to ensure it meets their needs in an effective and meaningful way for them.

**10) How does Chase Bridge support your child moving on to another class?**

- Information will be discussed and passed on to the new class teacher as part of the class handover meetings, including any outside agency reports and resources that support your child.
- If appropriate, a social story or information book can be sent home to help with their understanding of change.
- Any equipment will be available in the new classroom e.g. slope board for writing.
- It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

**11) What happens if my child already has an Education, Health and Care plan?**

Chase Bridge has a legal obligation to meet the provision detailed in the documentation. Parents/carers will be invited to contribute to and attend an annual review, which will also include reports and/or attendance from the outside agencies currently involved with your child. Chase Bridge currently meets the needs of pupils with an EHC plan.

**12) What if my child has special educational needs and a medical condition?**

We make arrangements to support pupils with medical conditions so they can access their education. Individual healthcare plans are put in place for those children with specific conditions needing additional support, monitoring and care. These healthcare plans will be co-ordinated with any SEND plans. For more information, see our medical policy.

### I3) How is Chase Bridge accessible to children with SEND?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make reasonable adjustments to allow all children access to the curriculum activities clubs and trips. This is always done in partnership with parents/carers. All pupils are encouraged to go on our school visits and residential trips and to take part in sports day, assemblies and workshops. Our extra-curricular activities are available to all pupils (dependent on age appropriateness) and, if additional provision is required to ensure this is possible, please speak to the SENCo. For more information, see our accessibility plan in our inclusion policy.

### I4) What outside agencies are available to support my child?

All referrals have to be discussed and agreed with the SENCo. You may also wish to discuss health concerns with your GP. The school buys in additional support and expertise from:

- the educational psychology (EP) service
- the school nurse
- access to the local authority services service level agreement: speech and language (SLT), occupational therapy (OT), emotional health (EH) and Child and Adolescent Mental Health (CAMHs)

### I5) What support is available to parents and carers outside of school?

**Richmond Borough Council's 'Local Offer'** provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Website: [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

Email address for enquiries and feedback: [sendlocaloffer@achievingforchildren.org.uk](mailto:sendlocaloffer@achievingforchildren.org.uk)

Phone number for enquiries: 020 8547 4722

#### **KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)**

SENDIASS offers independent advice across a wide range of subjects including how to use the local offer, understanding paperwork, accessing services, support with mediation and seeking legal advice.

Telephone: 020 8831 6179

Website: <http://www.kids.org.uk>

Email: <mailto:richmondkingston@kids.org.uk>

#### **For Hounslow residents:**

##### **London Borough of Hounslow 'Local Offer'**

A guide to services available for children and young people aged 0-25 years with special educational needs and disabilities (SEND).

Website: <http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

#### **KIDS Hounslow SEND Information, Advice and Support Service (SENDIASS)**

To get information and advice about all SEND matters.

Telephone: 020 8583 2607

Website: <http://www.kids.org.uk>

Email: [SENDIASS@hounslow.gov.uk](mailto:SENDIASS@hounslow.gov.uk)

### I6) How do we support your child when they are leaving Chase Bridge?

- We contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child
- We make sure that all records about your child are passed on as soon as possible.

In Year 6:

- We complete the special information form detailing your child's strengths and difficulties.
- The SENCo attends the secondary transfer meeting to discuss the special information form with the SENCo of your chosen school.
- If appropriate, we can arrange additional visits to your child's new school (either individually or in groups) to aid transition.
- All records and/or equipment for your child are sent on to the next school.

### **I 7) What should I do if I would like to make a complaint?**

The same arrangements for the treatment of complaints at Chase Bridge are used for complaints about provision made for special educational needs and disabilities. If your complaint has not been resolved to your satisfaction by the class teacher and/or SENCo, please contact the head teacher, Andrew King. Please click on the following link for full details explained in the Complaints Procedure <http://www.chasebridge.richmond.sch.uk/Policies>.

If you would find it helpful to talk through any aspects of this document to gain a better understanding of what we provide and how support can be accessed for your children then please make an appointment at the school office.